
20TH CENT. DIPLOMATIC HISTORY in Fall 2019 (HI3054)

Course Code	HI3054	Professor(s)	Oleg Kobtzeff
Prerequisites	None	Office Number	G-L16
Class Schedule	TF: 10:35-11:55 in G-102	Office Hours	Tuesdays & Fridays 9:45am-10:30am & 12:30-13:30 or by appointment
Credits	4	Email	okobtzeff@aup.edu
Semester	Fall 2019	Office Tel. Ext.	688

Course Description

COURSE DESCRIPTION: (or why is it necessary to learn about “old stuff”?)

Why is it relevant to study events of more than a hundred years ago? How can this this old information be of any use to you in the world today? How on earth can studying the Hague conference of 1907 help you find a job?

Gaining a global view on the diversity of cultures : analyzing history

Globalization may no longer seem as new and exciting as it was to students twenty years ago. Yet, it is still a primary challenge to function as an actor in 21st century societies. Globalization still challenges us when we are exposed to historical analysis: too often our perceptions of past historic events is based on high school narrations of our own country’s history. A purpose of HI/PO3035 is to explore new worlds, new civilizations and discover how they interact among themselves and how they are different yet sometimes similar to the culture(s) most familiar to each student. A historic approach to international relations offers a privileged view of all cultures and societies in their great diversity: history reveals their roots.

History: not as boring as you think.

If history is presented as a string of events lined up episode after episode as in a soap opera, then indeed it becomes just a “story” that can be dry, boring and completely useless in a career. It would be no more than a game of trivia. So why is it important to understand “old stuff” like the Sykes-Picot agreement, the 1979 US-Chinese agreement on a “one China policy”? When a recent US president-elect threatens the agreement on a one China policy thus already destabilizing US-Chinese relations before even entering the White House, or when all Parties concerned in Middle Eastern tensions and conflicts blame all their sorrows on the 1916 Sykes-Picot agreements, we need to understand what is being discussed.

Why we all need to be historians: an antidote against ideological manipulation and a

discipline in critical thinking for any profession, worldwide.

Moreover, on a global scale, powerful media outlets and inescapable social networks challenge us with increasing intensity and frequency to ideological interpretations of history. Propaganda, conspiracy theories and ideologically motivated disinformation campaigns aim to rewrite geopolitical reality. The purpose is often to demonize, or on the contrary, glorify countries and communities that are the target or the business Partners of those manipulating us into taking the wrong decisions. As businessmen or business women or simple voters, we must be aware of those manipulations. Very often, those manipulative discourses are based on revisionist versions of 20th century history. To detect those attempts at manipulation, we must know that 20th century history...

Understanding the present world through history.

Many geopolitical situations of our present world, its conflicts, or, on the contrary, the strife for peace of many of its populations, find their origins in the past twelve or thirteen decades. This is the history of international relations in a world order known by our grand-parents and great-grand-parents, destroyed in 1914, reshaped in the 1920s and 1930s, reshaped again in 1945 and that is again, being reshaped since 1991. It analyses all of the major national, regional and global political structures and networks of nation-states, empires, non-state actors, IGOs – how they existed in the early 1900s and how they evolved into the present. It examines the creation of the Bismarckian system, the origins of World War I and World War II, and the creation of a united Europe in the post-war period. It investigates the efforts of the European, American, African and Asian state systems to adapt to the opposing challenges of nationalism and globalization.

Course Learning Outcomes

Gaining a global view on the diversity of cultures : analyzing history

Finding pleasure and personal intellectual reward in the study of history and (“History: not as boring as you think.”)

Improving critical thinking in a world of informational confusion and manipulation (history "as an antidote against ideological manipulation and a discipline in critical thinking for any profession, worldwide”).

Understanding the present world through history: understanding how originated today’s nation-states, empires, regional organizations, non-state actors, IGOs and situations of peace or of conflict.

Knowing the fundamentals of international law and diplomacy.

For ICP majors: be familiar with the basic historic background of questions studied in other courses in the ICP program

General Education

[PLEASE EDIT OR REMOVE THE FOLLOWING TEXT AS APPLICABLE]

The general education program at AUP consists of four requirements: Speaking the World, Modeling the World, Mapping the World, and Comparing Worlds Past and Present.

This course can be used to fulfill the [INDICATE THE REQUIREMENT(S) FULFILLED BY THE COURSE] requirement and as such has the following learning outcomes:

[INDICATE THE GENERAL EDUCATION LEARNING OUTCOMES]

Course Outline

COURSE OUTLINE:

1. CHAPTER ONE. BISMARCK'S WORLD: 1815-1878-1914: A BALANCE OF POWER.
2. CHAPTER TWO. THE CAUSES of WORLD WAR I
3. CHAPTER THREE. THE AFTERMATH OF WORLD WAR ONE
4. CHAPTER FOUR. CHINA and EAST ASIA: 1900 – THE PRESENT
5. CHAPTER FIVE. THE CAUSES of WORLD WAR II
6. CHAPTER SIX. FROM DUMBARTON OAKS (1944) TO THE SIGNATURE OF THE ICCPR AND ICESCR (1966): THE ADVANCE OF AN INTERNATIONAL CULTURE AND INSTITUTIONS FOR PEACE.
7. CHAPTER SEVEN. FROM THE CONFERENCE OF THE HAGUE (1949) AND ROME (1957) TO THE LISBON CONFERENCE OF 2009: THE EVOLUTION OF EUROPE.
8. CHAPTER EIGHT. FROM THE INDIAN INDEPENDENCE ACT OF 1947 TO THE BANGKOK DECLARATION OF 1967 AND BEYOND: DECOLONIZATION AND THE RISE OF THE "GLOBAL SOUTH".
9. CHAPTER NINE. THE COLD WAR
10. CHAPTER TEN: SINCE 1991

CLASS SCHEDULE: (count 2 to 3 class sessions per chapter)

CHAPTER ONE. Part 1 BISMARCK'S WORLD: 1815-1878-1914: A BALANCE OF POWER. I. 1878 – 1914: "la Belle Epoque": peace, progress and prosperity Read : • Kissinger: chapter 2. The Hinge: Theodore Roosevelt or Woodrow Wilson • Kissinger: chapter 4. The Concert of Europe: Great Britain, Austria, and Russia • Kissinger: chapter 5. Two Revolutionaries: Napoleon III and Bismarck

CHAPTER TWO. Part 1 THE CAUSES of WORLD WAR I I. A Civilization in Crisis
This sub-chapter analyses the socio-psychological and cultural climate of perceived instability and insecurity in pre-WWI populations of Europe and North America. Although this is not diplomatic history per se, it will be argued that diplomacy can only reflect public opinion and its perceptions of the world -- in this case a world perceived as hostile and instable. The reasons for these perceptions are a major cause of WWI (this sub-chapter, however, will not constitute exam questions). Read : Kissinger: chapter 6. Realpolitik Turns on Itself CHAPTER TWO Part 2 CHAPTER TWO. THE CAUSES of WORLD WAR I II. The Large Scale Geopolitical Causes of Tensions A.. Colonial Rivalries and alliances in Africa B. The Decline of the Ottoman Empire, Arab separatism and the Drives for Oil in the Middle East Read: - Kissinger: chapter 7. A Political Doomsday Machine - Article: "Scramble for Africa" - Kitchen, James, E., "Colonial Empires after the War/Decolonization", 1914-1918-online. International Encyclopedia of the First World War, online https://encyclopedia.1914-1918-online.net/pdf/1914-1918-Online-colonial_empires_after_the_wardecolonization-2014-10-08.pdf CHAPTER TWO Part 3 THE CAUSES of WORLD WAR I II. The Large Scale Geopolitical Causes of Tensions (continued) C. "The Oriental Question" or "the Balkanic powder keg" Read : Kissinger: chapter 8. Into the Vortex: The Military Doomsday Machine

CHAPTER THREE. Parts I & II-A THE AFTERMATH OF WORLD WAR ONE I. Paris Peace Conferences and treaties (Versailles, St Germain, Trianon, Sèvres) Consequences for Germany Consequences for countries of ex-Austro-Hungarian Empire II. The new political geography A. Changes in Europe 1. dismantlement of the Austro-Hungarian Empire 2. the formation of Yugoslavia 3. dismantlement of the Russian Empire and formation of the USSR Read : - Kissinger: chapter 9. The New Face of Diplomacy: Wilson and the Treaty of Versailles - Kissinger: chapter 10. The Dilemmas of the Victors - Anonymous, "Treaty on the Creation of the USSR" (online) - Anonymous, "History of Soviet Russia and the Soviet Union (1917–27)" (online) CHAPTER THREE. Part II-B THE AFTERMATH OF WORLD WAR ONE (continued) B. Changes in the Middle East 1. dismantlement of the Ottoman Empire and the formation of modern Turkey 2. formation of the modern Arab states
Read : - Anonymous : "Partitioning of the Ottoman Empire"(online) - Global Connections – Middle East website by PBS (online) - Caroline Authaler and Stefanie Michels, "Post-war Colonial Administration (Africa)", http://encyclopedia.1914-1918-online.net/article/post-war_colonial_administration_africa) CHAPTER THREE. Part III CHAPTER THREE. THE AFTERMATH OF WORLD WAR ONE (continued) III. The League of Nations: assets & liabilities
In this particular section, we will be preparing a particular subject for a final exam essay Read : - Alan Sharp, "The Paris Peace Conference and its Consequences", https://encyclopedia.1914-1918-online.net/article/the_paris_peace_conference_and_its_consequences) - (handout see Blackboard : "League of Nations: assets and liabilities") Friday October 11 : Deadline for exercise 1 ("You are the instructor" covers chapters 1 to 4 part 1) CHAPTER FOUR. Part 1 CHINA AND EAST ASIA: 1900 – THE PRESENT Japan between 1867 and 1937: why peace

could not be an option I. The Physical Geography of Japan: an example of geographic determinism in geopolitics? II. The Meiji Revolution III. The Sequestration of Japan IV. Japan's extreme and only solution: territorial expansion Read : Kobtzeff, Oleg: "Totalitarian Times—Total War, Global War: the Roots of World War II and the Nature of the Conflict", in Hall Gardner & Oleg Kobtzeff, eds., The Ashgate Research Companion to War, Farnham: Ashgate, 2012 , pp. 337-370 (available through AUP Library) (read the pages on Japan) Wolfram Eberhard, A History of China, Berkeley & Los Angeles: UCLA Press, 1969 (available online : here) Chapter X: (C) The Manchu Dynasty (1644-1911) • 7 European Imperialism in the Far East, p. 285 • 9 Collision with Japan; further Capitulations, p. 294 • 10 Russia in Manchuria, p. 296 CHAPTER FOUR. Part 2: CHINA AND EAST ASIA: 1900 – THE PRESENT China, 1900-1950: a country of extreme instability I. The major problems: 1) A pre-colonial situation 2) The opium industry and addiction epidemic 3) widespread corruption 4) Resistance to modernization 5) Loss of control: organized crime, secret societies, epidemics of drug addiction II. The 1911-1912 Revolution and the civil war of the 1920s - 1930s the forces in presence: Kuo Min Tang vs. Communists vs. Beiyang government, warlords, and foreign powers III. The wars of 1937-1950 Read : Wolfram Eberhard, A History of China, Berkeley & Los Angeles: UCLA Press, 1969 (available online : here) Chapter X: (C) The Manchu Dynasty (1644-1911) - 11 Reform and reaction: The Boxer Rising, p. 296 - 12 End of the dynasty, p. 299 Chapter XI: THE REPUBLIC (1912-1948) - 1 Social and intellectual position, p. 303 - 2 First period of the Republic: The warlords, p. 309 3 Second period of the Republic: Nationalist China, p. 314 Chapter XI: THE REPUBLIC (1912-1948) - 4 The Sino-Japanese war (1937-1945), p. 317 Friday October 18 : Midterm : Exercise 2: 1st quiz - multiple choice questions covering chapters 1 to 4 part 1 CHAPTER FOUR. Part 3: CHINA AND EAST ASIA: 1900 – THE PRESENT IV. The Evolution of the Two Chinas and their relations with the world 1950-present Read : Eberhard, A History of China Chapter XII: PRESENT-DAY CHINA - 1 The growth of communism, p. 320 - 2 Nationalist China in Taiwan, p. 323 - 3 Communist China, p. 327 Also: research all relevant material in Kissinger (important: the author of your textbook was a major actor in China-US relations in the 1960s-1970s, read the pages in his book relevant to this sub-chapter as a primary source). CHAPTER FIVE. THE CAUSES of WORLD WAR II (EUROPEAN FRONT) II. The Economic difficulties A. The cost of World War I CHAPTER FIVE. continued THE CAUSES of WORLD WAR II (EUROPEAN FRONT) II. The Economic difficulties B. The First Crisis: hyper-inflation (1916-1923) C. The Second Crisis: deflation (1929-1938) CHAPTER SIX. FROM DUMBARTON OAKS (1944) TO THE SIGNATURE OF THE ICCPR AND ICESCR (1966): THE ADVANCE OF AN INTERNATIONAL CULTURE AND INSTITUTIONS FOR PEACE. I. From the declaration of the "United nations" to the conferences of II. Dumbarton Oaks (1944) and San Francisco (1945) III. Financial and economic issues: the conference of Bretton Woods (1944) IV. The UN system: assets and liabilities V. The NGOs, popular culture Read : - Kissinger: chapter 15. America Re-enters the Arena: Franklin Delano Roosevelt - United Nations website: History of The United Nations Charter (articles are not in chronological order begin reading from 1941, continue in chronological order until 1945 "San Francisco Conference" - "the Commanding Heights" PBS website: Bretton Woods (also read about IMF and World Bank on the same page) - "the Commanding Heights" PBS website: "The World Bank" (Excerpt from Commanding Heights by Daniel Yergin and Joseph Stanislaw, 1998 ed., pp. 79-80.) CHAPTER SEVEN. FROM THE CONFERENCE OF THE HAGUE (1949) AND ROME (1957) TO THE LISBON CONFERENCE OF 2009: THE EVOLUTION OF EUROPE. - First attempts at the unifying Europe - The Council of Europe -

1951, the Treaty of Paris: the European Coal and Steel Community (ECSC) - Rome, 1957: the birth of the European Economic Community - From a European confederation to a federal state? Maastricht (1992) and Lisbon (2009) - Other European organizations since the late 20th-century. - Other European confederations of the 1950s and 1960s Read: - Kissinger: chapter 24. Concepts of Western Unity: Macmillan, de Gaulle, Eisenhower, and Kennedy - Miniature ebook: CVCE, Historical events in the European integration process (1945–2014) - surf the University of Luxembourg's CCVE research center's website : <http://www.cvce.eu/en>

CHAPTER EIGHT. FROM THE INDIAN INDEPENDENCE ACT OF 1947 TO THE BANGKOK DECLARATION OF 1967 AND BEYOND: DECOLONIZATION AND THE RISE OF THE "GLOBAL SOUTH". - Causes for the independentist and anti-Western movements in the colonies - Independence and Partition of the Indian empire - Indonesia - the British colonies : decolonization and formation of the Commonwealth - Vietnam: the French decolonization process, Partition and the conflict involving the US Read : - The Map as History website > Decolonization after 1945: Independence for India and Pakistan - (Consult the dictionaries and encyclopedias listed in the bibliography for other Asian countries and Africa) CHAPTER EIGHT Part 2 FROM THE INDIAN INDEPENDENCE ACT OF 1947 TO THE BANGKOK DECLARATION OF 1967 AND BEYOND: DECOLONIZATION AND THE RISE OF THE "GLOBAL SOUTH" (CONTINUED) - Algeria and the French Maghreb - The process of - decolonization in sub-Saharan Africa; neocolonialism and its consequences today. - The Bandung Conference and the Non-aligned movement - The emerging powers and confederations of Asia Read : Anonymous: "Decolonization" (online)

CHAPTER NINE. Part 1 THE COLD WAR 1. 1945-1953: from the Berlin airlift to the death of Stalin the aftermath of World War II: the redrawing of the map of Europe Soviet advances and containment strategy Read : - Kissinger: chapter 17. The Beginning of the Cold War - Kissinger: chapter 18. The Success and the Pain of Containment CHAPTER NINE. Part 2 THE COLD WAR. (continued) 2. 1953-1964: the era of Khrushchiov the Berlin Wall, the Cuban missile crisis, the beginning of détente) Read : Kissinger: chapter 19. The Dilemma of Containment: The Korean War CHAPTER NINE. Part 3 THE COLD WAR. (continued) 3. 1964-1986: flux and reflux of confrontation and détente Read : Kissinger: chapter 28. Foreign Policy as Geopolitics: Nixon's Triangular Diplomacy CHAPTER NINE. Part 4 THE COLD WAR. (continued) 4. Carter, Giscard, Helmut Schmidt, Mitterrand and the Soviet leaders Read : Kissinger: chapter 29. Détente and Its Discontents CHAPTER NINE. Part 5 CHAPTER NINE. THE COLD WAR. (continued) 4. From the Reykjavik to the Cyprus conference: the end of the cold war Read : Kissinger: chapter 30. The End of the Cold War: Reagan and Gorbachev Tuesday December 8: deadline for Exercise 3 – "you are the professor– 2" CHAPTER TEN SINCE 1991 Read: (To be announced) • Friday Dec. 13 (first 15 minutes of final exam session: Exercise 4 : 2nd Quiz covering chapters 4 part 2 to 11

Friday Dec. 13 (last 135 minutes of final exam session): Exercise 5: Final essay(s), cumulative (choose between a menu including four short 1-page essays or 1 four-page essay

Textbooks

Title	Author	Publisher	ISBN	Required
DIPLOMACY	KISSINGER	Simon&Schuster	9780671510992	Yes

Attendance Policy

Students studying at The American University of Paris are expected to attend ALL scheduled classes, and in case of absence, should contact their professors to explain the situation. It is the student's responsibility to be aware of any specific attendance policy that a faculty member might have set in the course syllabus. The French Department, for example, has its own attendance policy, and students are responsible for compliance. Academic Affairs will excuse an absence for students' participation in study trips related to their courses.

Attendance at all exams is mandatory.

IN ALL CASES OF MISSED COURSE MEETINGS, THE RESPONSIBILITY FOR COMMUNICATION WITH THE PROFESSOR, AND FOR ARRANGING TO MAKE UP MISSED WORK, RESTS SOLELY WITH THE STUDENT.

Whether an absence is excused or not is ALWAYS up to the discretion of the professor or the department. Unexcused absences can result in a low or failing participation grade. In the case of excessive absences, it is up to the professor or the department to decide if the student will receive an "F" for the course. An instructor may recommend that a student withdraw, if absences have made it impossible to continue in the course at a satisfactory level.

Students must be mindful of this policy when making their travel arrangements, and especially during the Drop/Add and Exam Periods.

Grading Policy

GRADING and OUTCOMES:

6 Exercises will assess how learning goals are being met.

Students will obtain points for each exercise. To obtain "A" as a final grade, students must accumulate a minimum of 38 points (maximum is 40; minimum for A- = 36, for B+ = 33, for B = 30, for B- = 27, for C+ = 23, for C = 20, for C- = 17, for D+ = 13, for D = 10, for D- = 7; below 7 = F)

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1. Exercise 1: "You are the Prof" = 5% (pass or fail) : maximum number of points obtainable: 2
 2. Exercise 2: midterm Quiz = 20%: 16 short questions to answer : maximum number of points obtainable: 8 points (0.5 point/question)
 3. Exercise 3: "You are the Prof" = 5% (pass or fail) : maximum number of points obtainable: 2
 4. Exercise 4: Final Quiz = 20%: 16 short questions to answer : maximum number of points obtainable: 8 points (0.5 point/question)
 5. Exercise 5: Final essay or essays = 40% = 16 points
 6. Participation : 10% = 4 points

Other
